

THE HIGH SCHOOL NEWSPAPER

by

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THE PROBLEM -- CONTEXT AND MAKE-UP

In this thesis, The High School Newspaper, the writer has the major purpose of expressing certain requisites or recommendations in editorial content and make-up, following which he will present an analysis to determine to what extent 50 representative scholastic papers are following these principles.

From this study, one should be able to ascertain trends in present day high school journalism.

Preliminary to the introduction of the major problem, the writer will show briefly that the high school paper performs a definite function in a definite field, that it in no way is a competitor with the professional newspaper.

Some attention will be given to the various forms in which high school newspapers appear, and also to the organization of the staff.

MATERIALS AND METHOD

Standards and recommended practices to which the writer refers have been taken from recognized texts and pamphlets which are properly identified as reference is made to them. These standards are supplemented by observations and experiences of the writer gained through four years of high school journalism instruction.

Material for the investigation was obtained from five copies each

of 50 scholastic newspapers, one from Canada and the other 49 from widely scattered towns and cities in the United States.

Front and editorial pages were investigated as to content; the results were tabulated, summarized, and evaluated. The same procedure was followed for make-up.

Final results and observations are to be found in the conclusion.

PLACE OF THE HIGH SCHOOL NEWSPAPER

High school journalism is not professional in its aims. Platforms of various scholastic press associations scout the idea of professionalism and vocational training.

Such organizations as National Scholastic Press Association, Quill and Scroll, and Columbia Scholastic Press Association emphasize that the efforts of high school papers be directed toward the needs of the individual schools. True, the school newspapers may have some characteristics in common with community and professional papers; yet they have their own distinctive mission to fulfill.

Perhaps the most inclusive statement of policy to be found is that set forth by National Scholastic Press Association:¹

¹A Manual and Scorebook for Editors and Staffs of Scholastic Newspapers, ed. by Fred L. Kildow, for National Scholastic Press Association. Minneapolis, Minn. Dept. of Journalism, Univ. of Minnesota. Rev. ed. p. 3. c. 1937.

1. To provide an organ of information that will present all the news desired by those who are actively interested in the school -- the students, the teachers, the parents, the administration, and, to some extent, the graduates.
2. To provide an organ for the expression of student thought and to unify ideals and objectives.
3. To create a wholesome school spirit and to support the best traditions of the school.
4. To promote and encourage worthy school activities.
5. To encourage the ideals of true sportsmanship.
6. To promote scholarship -- the really useful school newspaper deals with more than superficial activities.
7. To provide an outlet for the best creative literary and artistic work of the school.
8. To provide training in useful and purposeful writing.

9. To create a desire for the best forms of journalism both in and out of school.
10. To provide an organ in which may be given general and special forms of information pertaining to the school and its needs.
11. To record in permanent form the history of the school.
12. To promote cooperation between tax payers and parents and the school and its students.

Not all of these points require amplification. Some are sufficiently clear as they stand.

It is as necessary to a school that it have its own medium of publicity as it is that a business corporation have its house organ or that the engineering profession have its own distinctive publications. Each paper or magazine performs its own functions.

If it had no other reason for being, the scholastic paper would have sufficient ground for its existence in providing a clearing house for student thought and expression. When one adds to that, unification of ideals and objectives, the justification of the scholastic publication becomes iron clad.

More and more, papers are recognizing the possibilities of creative writing and artistic endeavors. Once a year the Paseo Press of Paseo high school, Kansas City, Mo., offers its "Treasure Chest"

edition, an enlarged issue, in which the editor brings to light short stories, poems, essays, and sketches selected from the entire school. This enterprise has evoked national comment on numerous occasions. Other papers present similar material under modified plans.

Papers on strong financial basis frequently bring out original cartoons and drawings. For the papers in more moderate circumstances, there is always the linoleum block to add life to the page.

Writing English themes is a dull activity to many students. Give these same students an opportunity to write for print and their interest increases immeasurably. There must be nothing quite so satisfying to an adviser as to watch the expression on a student's face as he clips his first printed item.

Far from being the least of a scholastic paper's function is its usefulness in promoting cooperation between the school and community. Parents read the paper as avidly as do their children, paying closest attention to those items which interpret life and activities in the school. Certainly the local or community paper cannot satisfy this curiosity as well as can the school paper.

PHYSICAL CHARACTERISTICS OF THE HIGH SCHOOL PAPER

Four general types of the high school newspapers as to method of production are to be noted. These are (1) the printed paper, (2)

mimeographed, (3) lithographed, and (4) a publication appearing as a part of a local or community paper.

Local conditions and size of the school determine the frequency of a paper's publication. Most schools prefer to sacrifice something in size in order for their publications to come out oftener than would otherwise be possible. For example, a small five-column paper appearing once a week contains livelier, fresher news and seems to meet the requirements of a school better than a larger paper coming off the press bi-weekly or monthly.

There are a few dailies in American schools, one of the most prominent being the Crane Tech Chronicle, of Crane Tech high school, Chicago. This is a four-column, four-page sheet printed in the school shop.

Weeklies and bi-weeklies make up the largest proportion of American high school papers, if the papers examined by the writer in connection with this dissertation may be considered representative. A further reason for this statement is to be found in the fact that weeklies and bi-weeklies predominate in the exchanges coming to the office of the paper sponsored by the writer, The Mission, published by the students of Shawnee-Mission rural high school, Merriam, Kan.

Smaller schools may publish papers only once a month, or even less frequently.

Whatever the frequency of publication, a significant point is

note is the ever-growing interest in high school newspapers. The high school newspaper is a comparatively young enterprise. Prior to 1915, the major publications in high schools were mainly in magazine form.²

Such widespread improvement and development may be traced directly to the critical services conducted yearly by three great scholastic press organizations, National Scholastic Press Association, with headquarters at the University of Minnesota, Quill and Scroll, whose headquarters are at Northwestern university, and the Columbia Scholastic Press Association of Columbia university, New York City. Members of these organizations once a year may submit their papers to be criticized and judged by professional standards.

Then there are several states operating their own press associations. The Kansas Interscholastic Press Association, sponsored by the Department of Journalism at the University of Kansas is such an organization. Similar organizations are to be found in Missouri, Wisconsin, Texas, and many other states.

From the activities of scholastic press groups, there have developed a constantly increasing interest in journalism and the desire to produce a workmanlike, finished product.

One of the greatest values arising from the various critical serv-

² Ibid. p. 3.

less is the opportunity afforded a newspaper's staff to see how its achievements compare with those of other staffs throughout the United States. Proof that there is steady growth among school papers is the statement by National Scholastic Press Association that this year's participation in the judging service has set a new record, and that scoring this year is more rigid than in previous years.³

Most high school papers appear in printed form, ranging from four to eight columns in width, with length of columns in proportion. The common methods of producing the printed paper include: (a) set and printed in school shop; (b) set in commercial shop but printed at school; (c) printed in commercial shops; (d) printed by local newspaper; (e) section in local newspaper.

A few Kansas papers both set and printed in the school shop are The Ark Light, Arkansas City high school, The Manhattan Mentor, The Echo, Emporia high school, The Booster, Pittsburg high school, and The High School World, Topeka.

Paul Johnson, adviser of The Ark Light, and Ray Haddy, formerly adviser of The Booster but now journalism instructor at Wyandotte high school, Kansas City, Kan., have discussed with the writer the advantages of printing the paper in the school shop. Both men consider this method the most practical of all. Members of the editorial staff take

³Ibid. Mimeographed memorandum accompanying manual.

greater pride in their paper, since they are enabled to work under actual newspaper conditions; the work of departments is centralized, making for economy of time; the printing instructor is a member of the faculty and is as interested in turning out a high quality paper as is the journalism instructor; and as a general thing a paper printed in the school shop may be expected to make more progress typographically.

Papers printed in commercial shops or by local newspapers meet with common problems from time to time. They are more at the mercy of fluctuating printing prices than are the "home-owned" papers. Then too it is not always a simple matter to induce a commercial printer to take the extra pains with a job that could be expected of a faculty printer. Still, if the journalism adviser is informed on types and printing, the problems are not so formidable.

Up to this point the writer has been discussing printed papers that must be financed by the journalism department of the school, by the school itself, or by the school board. The last type of printed paper, that appearing as a part of a local paper, usually incurs no financial obligation on the part of the school. Instead, the local editor is usually pleased to accept and print items of school interest, for he sometimes needs copy and he knows his readers are interested in school affairs. These school notes may appear under some such head as "High School Notes" or "High School News." Frequently, however, the

news will appear under a distinctive nameplate. Editors sometimes allow the staff about as much latitude in make-up as if they were publishing a complete newspaper. If there is a tendency on the part of the local editor to exert more or less control over such a high school news medium, one should not forget that after all the editor is furnishing the space free of charge, and he is responsible for all that appears in the paper.

For small schools or schools unable to assume the financial responsibilities of a printed paper, the mimeographed paper is a satisfactory substitute. Excellent results may be obtained with the new mimeographs or other forms of duplicating machines. The mimeograph affords opportunities for color work and for original sketches and cartoons.

Virtually all the mimeographed papers coming to the desk of The Mission carry advertising to help finance the small cost of production.

Lithographing, sometimes referred to as planographing, is being introduced among school papers. By this process, reproduction of photographs is cheaper and more satisfactory than by the usual zinc or copper halftone method. Cuts are softer and show greater depth of perspective.

Last fall the High School Buzz of Hutchinson, Kan., published an unusually attractive picture supplement by this means. Two papers

appearing regularly in lithographed form are The Roosevelt Reporter, published by Theodore Roosevelt high school, Washington, D. C., and Oak and Acorn, publication of Menlo School and Junior College, Menlo, Calif.

THE ORGANIZATION

High school newspaper production is extra-curricular in many schools, but those schools offering the work as a course with credit toward graduation are rapidly approaching the 10,000 mark.⁴

Whether journalism is extra-curricular or a credit course, there are five common methods of selecting the staff:

- (a) Election by the student body
- (b) Election by student council
- (c) Selection by faculty
- (d) Selection by publications board
- (e) Appointment by adviser

The first three methods are possibly most workable if the paper is an extra-curricular activity. With the paper an all-school enterprise, the elective method may appear to be more democratic and more inclusive.

⁴Greenawalt, Lambert. A Student's Journalism Laboratory. N. Y. Thomas Nelson and Sons. p. 195. 1937.

Nevertheless, Greenawalt⁵ believes some modification of the adviser appointee plan to be best under all circumstances. The adviser, says Greenawalt, "is in closer touch with the persons concerned than any one else, and for this reason is better qualified to make promotions. He is also better acquainted with the type of new recruits needed, and can best decide who are at all fitted to do the work."

Greenawalt points out also that by employing the competitive try-out, the adviser will achieve the best results in his appointments.

A variation of the adviser appointee system is that employed at Shawnee-Mission rural high school, in which the adviser appoints the editor, who in turn, with the approval of the adviser, names the remaining members of the editorial staff.

At Shawnee-Mission, it is the custom to have four separate staffs, two each semester. A fault in this system is that an editor must give way to a successor at just about the time he is becoming most proficient in his position. An advantage lies in the fact that more students receive experience in various positions. Since the purpose is educational rather than vocational, it appears reasonable to permit a student to enter into as many activities as possible on the paper,

⁵Greenawalt, Lambert. School Press Management and Style. N. Y. McGraw-Hill. p. 188. 1930.

rather than urging him to specialize.

Morelock⁶ speaks of the committee method, a variation of the publications board plan as a means of selecting the staff. By this means a committee comprising principal, adviser, and other teachers interested in the paper, together with two or three representatives from the student body, meet to select the staff members. The same authority rules out election by the students at large, stating as his belief that in nearly every case choices will be based upon popularity rather than upon aptitude. He says that election by a class in journalism is somewhat better, although even then personality is likely to influence the voters.

The best method, in Morelock's estimation, is for the adviser to select staff members "in the same way that a football coach chooses his team; that is, by trying out the students over a certain period and promoting them when they have developed satisfactorily, subjecting them to a period of probation, however, until they have fully proved their worth."⁷

To insure better news coverage, some staffs recruit the services of correspondents in home rooms, classes, clubs, and other organiza-

⁶Morelock, Thomas Cecil. School Newspaper Production. Columbia, Mo. Lucas Bros. p. 48. 1931.

⁷Ibid. p. 48.

tions. These correspondents are not necessarily members of the staff, and are selected for their positions by competitive trial. News boxes placed advantageously and unsolicited items brought to the office likewise assist in giving the paper better coverage. These aids in news gathering have been used with good results by The York-High Weekly, William Penn high school, York, Pa.⁸

Other suggestions for the staff appear in "A Standard Course of Study in High School Journalism for the State of Iowa:"

- (a) "The staff must be arranged to fit conditions of the school.
- (b) It should never be a one-man or a one-class staff.
- (c) On the other hand, it should not have too many editors. There should be a specific job for every one.
- (d) The staff should be selected by joint action of faculty and students."⁹

All staff members, immediately upon their appointment or election,

⁸Greenawalt, Lambert. School Press Management and Style. N. Y. McGraw-Hill. p. 157-158. 1930.

⁹Gilbert, Marjorie E. A Standard Course of Study in High School Journalism for the State of Iowa. Unpublished Thesis, State University of Iowa. p. 58. 1931.

should become fully acquainted with their duties and responsibilities. Printed or mimeographed instruction sheets would help in this matter. From the first it should be made clear to them that full performance of their tasks is necessary for promotion.

The question of the amount of supervision by the adviser, and censorship by the principal or other executive are to be considered in connection with high school papers.

The writer has at no time been conscious of anything even bordering on censorship in his four years as adviser of The Mission. From numerous conversations with other advisers at state press meetings, it is gathered that much the same situation exists elsewhere.

It is generally conceded that an adviser should be what his name implies -- an adviser and supervisor. He must be a good organizer, a person who exercises tact and understanding. Students in their enthusiasm and inexperience will often let undesirable statements creep into the paper. A careful adviser in such instances can offer suggestions that students will be quick to follow. There need be no semblance of censorship exerted here.

Naturally some prohibitions and restrictions must be insisted upon. This should not involve the adviser's ever finding it necessary to write articles himself. The paper should be the work of students. It may be all right for faculty members occasionally to

submit special material, but it is better that a paper reflect an amateurish style than be written by the faculty.

If there is but one class in journalism, the editor and other members will need considerable help on the first few issues of the paper, but as soon as possible they should be made to stand on their own feet. Advisers having an advanced class each semester are fortunate in that more or less experienced students are always available for responsible positions.

Certain elements are listed by Greenawalt¹⁰ as being essential to the maximum of success by an adviser.

Confidence in the adviser is given as the first requisite, for, as Greenawalt says, staff, students, and faculty all must be made to feel that the adviser knows what to do and how to do it. Staff members like to know that their adviser has had some experience in what he lays down as tenets of the course in journalism, and that requirements he makes are for the well-being of the paper.

A second essential is that adequate time for his work be accorded the adviser. A live paper is as important to a school as is a winning athletic team. The director of the school paper should have as much time to devote to his specialty as does the athletic coach.

¹⁰Greenawalt, Lambert. School Press Management and Style. N. Y. McGraw-Hill. p. 181. 1930.

Adequate equipment is necessary for satisfactory progress by an adviser and his paper. One may as well imagine the school band without music, or the football team without headgear as the journalism department with insufficient equipment.

Loyal, active support from the staff, students, and faculty is absolutely essential to a paper's progress. The adviser can direct a publication to the benefit of all only if those persons give him their active support.

As a final essential to the paper's success, it must be placed on the same level as other school activities. The adviser and staff deserve as much credit for building up school spirit as any other individual or group in the school. To warrant this recognition, of course, the paper must be interesting and be of service to all departments.

EDITORIAL CONTENT

What goes into the scholastic newspaper? The generally accepted types of material are news, sports, articles, editorials, features, and feature stories. One arbitrary classification of news is spot news, preview stories, and material handled in the manner of review.

Types of News

Spot news is material that has its maximum reader value at the time it is printed. For example:

Robert Hill, a freshman, falls down the stairs, Thursday afternoon, suffering a broken arm. In the school paper, off the press the following day, a detailed report of the accident is given. This is spot news. If reporters fail to get the story in time for the current issue of the paper, and the account does not appear until the following week, the story is no longer spot news. Naturally a paper should try to present material when it is timely.

A paper appearing bi-weekly should concentrate on preview material instead of the review type. If the Whistling Ranger is to present a lyceum program two weeks from Friday, the paper is doing a bigger service for its readers by printing a complete, interesting preview of the entertainment to come rather than merely making a brief announcement in the current issue to be followed two weeks after the Ranger's appearance by a detailed report of his program. The review type of story cannot always be avoided in such cases, but it should be whenever possible.

Accounts of class plays, the Junior-Senior Prom, Home Day, and similar events necessarily must be reviewed. Play reviews fall into

a distinctive class of writing, yet they, together with the other types mentioned, are more interesting when reporters make the most of feature and human interest possibilities.

Sports stories include more than reports of contests. Copy on the sports page is so varied that in it may be found at least four types:¹¹

- (a) Reports of athletic contests
- (b) Forecasts of such contests
- (c) Follow-up stories
- (d) Miscellaneous articles treating sports in general

Under miscellaneous articles may come sports gossip columns, dope stories, and items of a general nature.

Editorials

Editorials should be considered as meaning not only the standard editorials, of which most papers make adequate use, but editorial liners as well. Liners are brief paragraphs, often witty and pungent in tone, used to advantage between longer editorials.

¹¹ Otto, William N., and Marye, Mary E. Journalism for High Schools. N. Y. Harcourt, Brace. p. 83. 1934.

Standard types of editorials¹² are:

- (a) Interpretation
- (b) Criticism
- (c) Argument
- (d) Persuasion
- (e) Information
- (f) Appreciation
- (g) Instruction
- (h) Idealism

Purposes of the editorial may be stated as follows:¹³

- (a) To interpret the news in terms of the student and his needs.
- (b) To comment on the news constructively and informatively.
- (c) To engender action.
- (d) To stimulate thought.

Chief weaknesses of editorials in high school papers are traced by Greenawalt to certain sources:¹⁴

¹² Ibid. p. 165.

¹³ Greenawalt, Lambert. A Student's Journalism Laboratory. N. Y. Thomas Nelson and Sons. p. 88. 1937.

¹⁴ Ibid. p. 88.

- (a) The editor does not consult the news columns for his subjects.
- (b) He tries to write too rapidly or at the eleventh hour, thus having no time for revision.
- (c) Many editors do not know what an editorial is. Some have never read good editorials.
- (d) Many editors are incapable of presenting or discussing an issue constructively.
- (e) Some editors cannot write well enough.
- (f) There is often a tendency to lapse into the "debunking" style, which creates ill will and hard feeling. Make destructive criticism only with the view to a constructive effect.

From additional comments on the editorial,¹⁵ ten have been selected as most vital to the success of the student editorial writer:

¹⁵ *Ibid.* p. 89.

- (a) Outline on paper your editorial before attempting to write it.
- (b) Always recheck your editorials for writing, logic, and facts.
- (c) Don't forget that the editorial need not be dry or deep.
- (d) Don't write too much as an idealist.
- (e) Don't preach.
- (f) Use this general method: In your first sentence state your proposition. Then develop your ideas, and in the last paragraph emphasize by restating the arguments.
- (g) Try an occasional semi-humorous editorial.
- (h) In each issue have at least one editorial on a timely subject.
- (i) Using events outside the school for editorial discussion is a commendable development provided you interpret outside news in terms of school life.

- (j) Always be fair; consider all angles of each problem.

"Molding public opinion" was a phrase once to be expected in every textbook on journalism. In more recent books it is not being included, and if high school advisers are omitting it in their teaching, they are to be commended. "The best that the best editorial writer can achieve," says Jones,¹⁶ "is to make the reader think for himself."

Features

Feature material holds a commanding place in the high school newspaper. Broadly speaking, features include all the material of an educational, instructive, or entertaining nature.¹⁷

The wide-awake newspaper furnishes its readers with feature material of an extensive variety. Such features may be inspired by special columns and departments found in professional papers, but scholastic papers are developing features of a distinctly school type.

In this field there is opportunity for creative writing, writing that is not limited by the conventions or forms of news writing. Originality in features is at a premium among high school readers. They always welcome new and interesting innovations.

¹⁶ Jones, Robert W. The Editorial Page. N. Y. Thomas Y. Crowell. p. 100. c. 1930.

¹⁷ Hoffman, U. N. See, Know and Tell - Well. Tacoma, Wash. Laurel Bookcraft. p. 157. 1934.

It is the opinion of Hoffman¹⁸ that the tendency of feature departments is toward the lighter forms of writing, with the humor column and banter type predominating.

"Good as ice cream and angel food cake may be," he points out, "a diet of these alone will pall, and all froth on the feature page destroys the variety that gives spiciness to reading."

The more substantial forms of feature material include the informative article, the timely essay, one-act play, short story, poem, interview, public-opinion column, news comment column, and book review. A skilfully compiled alumni column in which feature elements are brought out may be classed here. Class notes and personals, if arranged in column form, are sometimes included.

Part of the difficulty experienced in publishing good feature material is in obtaining it, in the first place. The more serious forms of feature material require more ability and more effort to produce. Space is another factor that governs publication. Small four and five-column papers do not have at their disposal space sufficient to accommodate the variety of features to be found in the larger six, seven, or eight-column papers.

Reader demand also helps to control types of feature matter.

¹⁸ Ibid. p. 157.

Student readers do not hesitate to make known their wishes to members of the editorial staff.

The only exhaustive investigation of high school reader interest the writer has found,¹⁹ placed humor first. Of the students in eighteen Pennsylvania high schools to whom questionnaires were sent, 90.55 per cent replied that they read the humor material in their papers.

Other types of matter follow in order of their popularity:

2.	Athletics	83.25 per cent
3.	Personals	81.71 per cent
4.	Illustrations	80.08 per cent
5.	Social news	79.06 per cent
6.	News stories	78.91 per cent
7.	Feature stories	74.73 per cent
8.	Correspondence	74.49 per cent
9.	Alumni	74.13 per cent
10.	Exchanges	69.26 per cent
11.	Editorials	67.66 per cent
12.	Useful information	63.78 per cent
13.	Fiction	62.80 per cent

¹⁹Bennett, Earl Eugene. A Survey of the Appeal of the School Newspaper to the High School Student. Unpublished Thesis, University of Pittsburgh. p. 13. 1930.

Feature Stories

Differing from the news story, the feature story has a double purpose, to entertain as well as to inform, with the entertainment element playing a predominant part.

The news peg, sometimes a detail of a major news story, is not to be neglected in the well written feature story.

Types of the feature story as to subject matter include:

- (a) Human interest feature story
- (b) Animal and pet stories
- (c) The unusual
- (d) Personal experience
- (e) Advance and progress
- (f) The weather

The first four types are especially well adapted to high school papers. Writers of feature stories are permitted great latitude. They need conform to no particular model or form, so long as their work is entertaining and well written.

A feature story may be written somewhat like the short story. That is, the style may be that of the short story, but the finished product must be fact, not fiction.

Of the six types of feature story, none requires so much atten-

tion as the human interest story. Students have difficulty in fathoming the meaning of "human interest." For high school readers, this quality may best be considered as an appeal to the emotions, as:

- (a) Humor
- (b) Sympathy
- (c) Fear
- (d) Ambition
- (e) Romance in its widest sense
- (f) Love
- (g) Curiosity
- (h) Regret
- (i) Heroism
- (j) Other elemental emotions
of the human race

ANALYSIS OF FRONT PAGES

In order to determine the prevailing types of material on the front pages of representative papers, as well as to determine the frequency of appearance of the various types, a series of tables has been compiled. A summary follows each table.

Five copies of each of 50 printed newspapers, a total of 250 front pages, were examined in this study. Only stories with head-

lines were considered. A few papers carried news comment columns. Such columns were counted as single stories. The total number of stories with headlines studied was 3,560.

Forty-nine of the 50 papers are published in the United States. One paper is printed in Montreal. Most of the papers had at some time during the year received recognition from Quill and Scroll for achievements in some phase of journalistic writing, such as interviews, feature stories, editorials, news stories, or sports stories.

The writer requested the adviser of each paper to send 10 copies published during the current year. From these, five copies were selected at random, with no attention paid to dates of publication.

In the study the following types of material were tabulated:

1. Preview story
2. Review story
3. Spot news
4. Interview
5. Feature story
6. Miscellaneous news
7. Editorial
8. Column

By "preview story" is meant an article written and published prior to a known or scheduled event.

A "review story" furnishes information on a scheduled event after the event has occurred.

In this study "spot news" means, primarily, unexpected news. Such things as awards and elections have been placed under this classification when the persons receiving awards or election to office could not have been known beforehand.

"Miscellaneous news" embraces all small items that cannot be classified under other headings. Classroom news, club items, and information from the library, for example, appear to come under this classification.

The papers studied vary from four to eight columns in size. They include weeklies, bi-weeklies, and papers published once a month or less often. In the tables papers printed monthly or less frequently are included under one heading.

All figures on any one paper are on the basis of the total number of stories with headlines on five front pages of that paper.

FRONT PAGE

Table 1.

Four-Column Papers.

<u>Monthlies</u>	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Edit- orials	Column
La Salette Torch	42	16	13	3	1	2	6	1	-
The Rosarian	41	14	13	12	-	-	2	-	-
The Conclet	44	17	17	8	-	-	2	-	-
<u>Bi-Weeklies</u>									
High School Reporter	59	23	23	7	-	2	3	1	-
<u>Weeklies</u>									
San Mateo Hi	30	18	9	2	-	1	-	-	-
The Jacket Journal Weekly	51	16	10	7	-	8	5	-	5

SUMMARY OF FOUR-COLUMN PAPERS

Monthlies

Preview stories are first with 37 per cent of the total. Review stories follow closely with 33.8 per cent. Spot news represents 18.1 per cent of all stories printed. Miscellaneous news, feature stories, interviews, and editorials follow in order.

Bi-Weeklies

Preview and review stories tie for frequency with 38.3 per cent. Only 11.7 per cent of the front page material is spot news. Then come miscellaneous news, feature stories, and editorials.

Weeklies

Preview stories take first place with 42 per cent, and review stories drop to 23.5 per cent. Spot news and feature stories each represent 11.1 per cent of front page stories, while miscellaneous news and columns are tied at 6.2 per cent.

Table 2. Review of Four-Column Papers
as to Percentage of Frequency
of Types of Material.

	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Ed- it.	Col.
Month- lies	127	37%	33.8%	18.1%	.7%	1.6%	7.9%	.7%	-
Bi-Week- lies	59	38.3%	38.3%	11.7%	-	3.3%	5%	1.7%	-
Weeklies	81	42%	23.5%	11.1%	-	11.1%	6.2%	-	6.2%

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Table 3.

Five-Column Papers.

<u>Monthlies</u>	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Edit- orials	Column
The Stow-away	76	24	22	16	-	5	8	-	-
I. C. A. Beacon	52	14	18	12	2	3	3	-	-
The Centralite	58	11	26	19	-	1	-	1	-
The Kabib- onokka	71	15	16	19	-	4	15	1	1
Student Prints	51	3	25	11	-	1	5	1	5
The Tiefonian	87	11	27	26	3	2	18	-	-
The Chataway	46	2	24	16	1	2	1	-	-
Scott Argus	62	14	16	14	1	9	8	-	-
Galleon	63	24	14	15	2	1	5	2	-

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Table 4.

Five-Column Papers .

<u>Bi-Weeklies</u>	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Edit- orials	Column
Akron Central Forge	79	27	21	8	-	9	4	1	-
High School Times	91	14	36	22	3	3	13	-	-
The Kanka- Keynote	73	25	19	14	1	7	2	-	5
Mercy-Hi Rays	56	22	19	12	1	-	1	1	-
The Telital	62	15	22	18	-	-	5	-	2
Kenews	50	17	13	5	2	7	6	-	-
The Milby Buffalo	68	28	4	22	-	9	5	-	-
The Argentinean	76	20	17	18	9	1	11	-	-
The Lariat	55	16	17	10	2	5	5	-	-
The Albuquer- que Record	60	18	13	18	2	3	2	-	4
The Aquinas News	49	27	5	11	2	2	2	-	-
The High Life	68	19	18	14	1	7	8	-	1

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Table 5.

Five-Column Papers.

<u>Weeklies</u>	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Edit- orials	Column
High-O- Scope	61	12	10	24	4	7	4	-	-
Lafayette Light	68	14	18	17	5	1	11	2	-
Salina High News	65	28	23	10	-	-	3	1	-
The Paseo Press	76	15	28	23	1	5	4	-	-
The Schurs News	47	9	23	6	2	5	-	2	-
The Morton- ian Weekly	52	25	9	13	-	2	3	-	-
The Spectator	73	39	14	12	-	3	3	1	-
High School Buzz	85	27	15	23	3	7	5	-	-

SUMMARY OF FIVE-COLUMN PAPERS

Monthlies

Review stories take a decided lead with 33.2 per cent. Spot news is next with 26.1 per cent, and preview material is third with 20.8 per cent. Other material in order is miscellaneous news, feature stories, columns, interviews, and editorials.

Bi-Weeklies

Preview stories again are first with 30.5 per cent, followed by review stories, 26.2 per cent, and spot news, 20.8 per cent. In descending order come miscellaneous news, feature stories, interviews, columns, and editorials.

Weeklies

The three leading types of material are preview stories, 31.7 per cent; review stories, 26.3 per cent; spot news, 25.9 per cent. Following these are miscellaneous news, feature stories, interviews, and editorials.

Table 6. Review of Five-Column Papers as to Percentage of Frequency of Types of Material.

	No. stories with heads	Preview stories	Review stories	Spot news	Inter-views	Feature stories	Misc. news	Ed- it.	Col.
Monthlies	566	20.8%	33.2%	26.1%	1.5%	4.7%	11.1%	.8%	1.2%
Bi-Weeklies	778	30.5%	26.2%	20.8%	2.9%	6.8%	8.2%	.2%	1.5%
Weeklies	532	31.7%	26.3%	25.9%	2.8%	5.6%	6.2%	1.1%	-

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Table 7.

Six-Column Papers.

<u>Monthlies</u>	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Edit- orials	Column
For Now	70	19	20	23	2	-	1	3	3
The Caval	82	13	33	24	-	8	4	-	-
<u>Bi-Weeklies</u>									
The Ennah	103	45	34	17	-	-	1	1	5

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Table 8.

Six-Column Papers .

<u>Weeklies</u>	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Edit- orials	Column
The Booster	97	33	26	31	-	2	4	1	-
Blue and White	92	43	18	21	-	5	4	1	-
The Topeka High School World	93	23	30	23	3	6	4	4	-
High Times	88	32	14	13	2	20	6	1	-
Maury News	62	13	29	13	1	4	2	-	-

SUMMARY OF SIX-COLUMN PAPERS

Monthlies

Review stories lead other material with 34.9 per cent, followed by spot news with 30.9 per cent, and preview stories with 21 per cent. Feature stories are fourth, and then come miscellaneous news, columns, and interviews and editorials.

Bi-Weeklies

Preview stories at 43.3 per cent are well ahead of the second place review stories at 32.8 per cent and third place spot news at 16.3 per cent. Columns are next, with miscellaneous news and editorials recorded last.

Weeklies

In first place are preview stories, with 33.3 per cent. Review stories at 27 per cent are second, and spot news is a close third at 25.6 per cent. Feature stories are again fourth, followed by miscellaneous news, editorials, and interviews.

Table 9. Review of Six-Column Papers
as to Percentage of Frequency
of Type of Material.

	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Ed- it.	Col.
Month- lies	152	21%	34.9%	30.9%	1.3%	5.3%	3.3%	1.3%	2%
Bi-Week- lies	104	43.3%	32.8%	16.3%	-	-	1%	1%	4.8%
Weeklies	432	33.3%	27%	25.6%	1.3%	8.5%	4.6%	1.6%	-

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Table 10.

Seven-Column Papers.

<u>Bi-Weeklies</u>	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Mit- orials	Column
Austin Maroon	107	37	19	32	3	8	6	-	2
<u>Weeklies</u>									
The Lewis and Clark Journal	99	31	27	32	1	5	3	-	-
Coyote Journal	97	32	41	16	2	5	1	-	-
Franklin High Post	104	24	29	27	11	12	1	-	-
The Advocate	114	42	32	29	-	7	4	-	-

SUMMARY OF SEVEN-COLUMN PAPERS

Bi-Weeklies

Preview stories lead with 34.5 per cent, and are followed by spot news with 29.9 per cent, and review stories with 17.7 per cent.

Feature stories are fourth, and then come miscellaneous news, interviews, and columns.

Weeklies

Preview and review stories tie for first position with 31.1 per cent each. Spot news, at 25.1 per cent, is second, and feature stories are in third place with 7 per cent. Last are interviews, 3.3 per cent, and miscellaneous news, 2.1 per cent.

Table 11. Review of Seven-Column Papers
as to Percentages of Frequency
of Types of Material.

	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Ed- it.	Col.
Bi-Week- lies	107	34.5%	17.7%	29.9%	2.8%	7.4%	5.6%	-	1.8%
Week- lies	414	31.1%	31.1%	25.1%	3.3%	7%	2.1%	-	-

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Table 12.

Eight-Column Papers

<u>Bi-Weeklies</u>	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Edit- orials	Column
The Pine Cone	98	16	31	23	4	10	14	-	-
<u>Weeklies</u>									
The San Diego Russ	111	33	18	39	5	9	2	5	-

SUMMARY OF EIGHT-COLUMN PAPERS

Bi-Weeklies

The three leading types of front page material are review stories, 31.6 per cent; spot news, 23.4 per cent; preview stories, 16.3 per cent. Then in order come miscellaneous news, feature stories, and interviews.

Weeklies

Spot news is in first place position with 35.1 percent. Preview stories are second with 29.7 per cent, and review stories third with 16.2 per cent. Other types of material follow in this order: feature stories, interviews and editorials, and miscellaneous news.

Table 13. Review of Eight-Column Papers
as to Percentage of Frequency
of Types of Material.

	No. stories with heads	Preview stories	Review stories	Spot news	Inter- views	Feature stories	Misc. news	Ed- it.	Col.
Bi-Week- lies	98	16.3%	31.6%	23.4%	4%	10.2%	14.2%	-	-
Weeklies	111	29.7%	16.2%	35.1%	4.5%	8.1%	1.7%	4.5%	-

Evaluation of Front Page Summaries

The table appearing below is a review of preceding figures on the front pages of 50 high school and academy newspapers.

As previously pointed out, five copies of each of 50 newspapers were studied. From these 250 separate papers, 3,560 stories with headlines were investigated.

The table shows the total frequency of each type of front page material in the 250 papers. Frequencies are given in both figures and percentages.

Table 14. Front Page Summaries.

Number of stories with heads	3,560
Preview stories	1,075 or 30.02 per cent
Review stories	1,018 or 28.6 per cent
Spot news	861 or 24.19 per cent
Miscellaneous news	235 or 6.6 per cent
Feature stories	225 or 6.32 per cent
Interviews	82 or 2.3 per cent
Columns	34 or .96 per cent
Editorials	30 or .84 per cent

Of the total of 3,560 stories, 1,075 or 30.02 per cent are preview stories. Review stories follow closely with a frequency of 1,018, or 28.6 per cent of the total. In third place is spot news,

registering a frequency of 861, a percentage of 24.19.

Other types in frequency of their appearance are miscellaneous news, 6.6 per cent; feature stories, 6.32 per cent; interviews, 2.3 per cent; columns, .96 per cent; and editorials, .84 per cent.

Local publication conditions and problems vary, but there are several conclusions that may be stated in regard to the 50 newspapers studied:

1. When possible, preference is apparently given preview stories.
2. Regardless of the desirability of preview material, however, papers cannot escape publishing a large amount of review material. This may be largely due to a policy of recording events for permanent record in the files.
3. Spot news plays an important part in the news of the 50 papers.
4. The fact that only 6.6 per cent of the stories published is miscellaneous news indicates that the 50 papers studied are making an effort to print definitely front page material on their front pages.

5. Little use is made of the feature story and interview in livening up the front page.

It would seem to the writer that front pages would be more interesting to student readers if more of the review and miscellaneous material were printed on another page, perhaps the third page in most cases, and more use made of sprightly interviews and good feature stories.

6. Papers studied make small use of front page editorials and columns.

ANALYSIS OF EDITORIAL PAGES

In studying the editorial pages of 50 scholastic newspapers, the writer had in mind to determine the current trend in editorial page content. He was especially interested in arriving at some conclusions on humor columns, as, for example, the relative prominence of original and borrowed humor. He also wished to trace the prevalence of the more serious and literary types of writing, such as fiction, editorial features, and book reviews.

The same papers studied in the investigation of the front page were used in this problem. All figures are on the basis of five

copies of each newspaper. Items included in the charts of investigation follow:

1. Number of editorials printed
2. Number of editorials on strictly school subjects
3. Number of editorials on outside subjects
4. Editorial features
5. Feature stories
6. Book reviews
7. Miscellaneous columns
8. Public opinion, or letters to the editor, columns
9. Interviews
10. Motion picture or play reviews
11. Humor columns
12. Original humor
13. Borrowed or copied humor
14. Gossip columns
15. Exchange columns
16. Poems
17. News comment columns
18. Personalities columns

19. Inquiring reporter columns
20. Fiction
21. Alumni columns

Most of the above items are self-explanatory, but some will require comment.

"Editorial features" include the longer feature articles of literary or informative nature rather than of predominantly entertainment characteristic.

Some papers have distinctive columns peculiar only to themselves. These are listed under "miscellaneous columns."

"Fiction" includes short stories, serials, and sketches.

Figures in Tables 15 to 28 inclusive represent the total frequency for five copies of any one newspaper. There is a slight variation from this on the information on humor columns. It is possible for a humor column to contain both original and borrowed humor. In that case, a humor column is indicated both "original" and "borrowed." It is to be noted that some papers carry more than one humor column in a single issue. The same is true occasionally of gossip columns.

Immediately following are to be found the 14 tables setting forth the findings on individual newspapers. There will then be brief summary tables and conclusions on the detailed study.

EDITORIAL PAGE

Tabls 15.

Four-Column Papers.

Monthlies	No.	Editorials		Editorial features	Feature stories	Book reviews	Personalities column	Fiction
		School subjects	Outside subjects					
La Salette Torch	15	13	2	2	-	5	5	-
The Rosarian	8	8	-	-	1	-	-	1
The Conslet	12	10	2	-	2	-	-	-
BI-Weeklies								
High School Reporter	12	10	2	1	3	-	-	-
Weeklies								
San Mateo HI	8	7	1	-	7	-	-	-
The Jacket Journal Weekly	15	13	2	-	-	-	5	-

EDITORIAL PAGE

Table 16.
Four-Column Papers.

Publications	Humor column	Humor		Gossip column	Exchge. column	Public Opin. column	Poems	News comment	Misc. column	Inquiring reporter
		orig.	copied							
La Salette Torch	-	-	-	-	1	-	21	-	-	-
The Rosarian	3	3	2	-	-	1	20	-	2	-
The Conalet	5	4	2	2	-	-	3	-	3	3
Bi-Weekly										
High School Reporter	9	8	1	1	-	1	-	-	1	-
Weeklies										
San Mateo Hi	1	1	-	3	-	-	3	-	3	1
The Jacket Journal Weekly	2	2	2	10	3	-	-	-	1	2

EDITORIAL PAGE

Five-Column Papers.

Table 17.

Monthlies	No.	Editorials		Editorial features	Feature stories	Book reviews	Misc. col.	Public opn. col.	Interview	Picture or play review
		School subject	Outside subject							
The Stow-Away	14	11	3	-	2	6	4	2	-	-
I. C. A. Beacon	12	8	4	-	5	4	3	-	-	-
The Centralite	13	12	1	1	10	-	7	-	-	-
The Kabib-onokka	23	23	-	-	4	-	4	-	5	-
Student Prints	12	9	3	1	1	-	-	-	-	-
The Tiesonian	16	12	4	1	1	4	7	-	-	-
The Chataway	13	7	6	-	6	2	2	-	-	3
Scott Argus	12	11	1	-	8	-	7	-	2	-
Galleon	23	18	5	-	-	-	-	-	-	-

Table 18.
Five-Column Papers.

Monthlies	Humor column	Humor orig.	Humor copied.	Gossip col.	Exchge. column	Poems	News comment	Personalities column	Inquiring reporter	Fiction	Alumni column
The Stow-Away	-	-	-	5	1	1	-	-	5	-	-
I. C. A. Beacon	-	-	-	-	-	-	-	2	-	-	-
The Centralite	5	5	-	-	-	2	-	4	2	-	-
The Fabbonokka	3	2	1	3	-	6	-	-	-	-	-
Student Prints	5	4	1	-	-	-	1	-	-	3	-
The Tiefonian	4	4	-	-	5	-	-	-	-	-	-
The Chataway	3	3	-	-	2	-	-	-	-	-	3
Scott Argus	-	-	-	6	1	1	-	6	-	-	-
Galleon	-	-	-	4	-	-	-	-	-	-	-

Table 19.

EDITORIAL PAGE
Five-Column Papers.

<u>Bi-Weeklies</u>	No.	Editorials School Outside subjects subjects	Editorial features	Feature stories	Book reviews	Misc. col.	Public opp. col.	Interview or play review	Picture
Akron Central Forge	7	5	2	-	-	5	-	-	-
High School Time	17	13	4	-	13	4	-	5	5
The Kanka- Keynote	15	13	2	-	16	-	-	-	-
Mercy Hi-Rave	14	10	4	1	6	2	-	-	-
The Telital	5	5	-	-	7	1	-	-	-
Kenews The Milby	17	15	2	-	1	2	5	1	-
Buffalo The Argen- tation	13	12	1	-	5	2	7	-	-
The Lariat	24	18	6	1	3	5	1	1	-
The Albuquerque Record	11	8	3	-	-	-	2	-	-
The Aquinas News	17	16	1	-	4	2	1	4	-
The High Life	18	16	2	-	3	2	-	-	-
	7	5	2	-	1	-	8	-	-

Table 20.

EDITORIAL PAGE
Five-Column Papers.

Bi-Weeklies	Humor column	Humor orig.	Humor copied	Gossip column	Exchange column	Poems	News comment	Personalities column	Inquiring reporter	Fiction	Alumni column
Akron Con- trel Forge	3	-	3	5	1	1	-	6	3	-	4
High School Times	1	1	-	1	-	-	-	-	5	-	-
The Kanka- Keynote	5	5	-	5	-	1	-	5	-	-	-
Mercy Hi-Rays	2	-	2	2	-	-	-	4	7	-	-
The Telital	1	1	-	10	-	1	-	-	-	-	-
Keners The Hilby	-	-	-	1	-	-	-	-	-	-	-
Buffalo	-	-	-	1	5	5	1	-	-	-	-
The Argon- tation	5	5	-	2	5	-	2	-	-	-	2
The Lariat	6	-	6	5	-	-	-	4	4	-	-
The Albuquer- que Record	5	-	5	-	5	-	-	-	-	-	-
The Aquinas News	4	4	-	-	-	3	4	-	-	-	-
The High Life	1	-	1	12	-	1	2	-	1	-	-

EDITORIAL PAGE

Table 21.
Five-Column Papers.

Weeklies	No.	Editorials		Editorial features	Feature stories	Book reviews	Misc. col.	Publio opn. col.	Interview or play	Picture reviews
		School subjects	Outside subjects							
High-O-Scope	10	9	1	-	-	-	1	-	-	-
Lafayette Light	20	17	3	-	-	-	2	-	-	1
Salina High News	14	8	6	1	14	-	-	-	-	-
The Paeo Press	24	23	1	1	9	1	6	4	-	-
The Schurz News	12	11	1	-	3	1	-	1	-	-
The Mortonian Weekly	10	8	2	-	4	-	-	-	-	2
The Spectator	13	12	1	-	9	-	4	-	5	2
High School Buzz	12	7	5	-	1	1	1	3	-	2

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Five-Column Papers

Table 22.

Weeklies	Humor column	Humor orig. copied	Gossip column	Exchange column	Poems News comment	Personalities column	Inquiring reporter	Fiction	Alumni column
High-O-Scope	5	5	-	4	-	-	-	-	-
Lafayette Light	2	2	6	-	9	-	-	-	-
Salina High News	2	1	1	8	-	-	-	-	-
The Paso Press	5	5	-	-	-	1	2	-	-
The Schurz News	5	5	-	-	-	-	1	4	-
The Mortonian Weekly	5	-	5	-	1	5	-	4	1
The Spectator	4	-	4	2	2	5	-	3	-
High School Bug	4	4	2	7	4	9	-	-	-

EDITORIAL PAGE

Table 23. Six-Column Papers.

Monthlies	No.	School subjects	Editorials Outside subjects	Editorial features	Feature stories	Book reviews	Misc. col.	Public opn. col.	Interview	Picture or play reviews
Few Vow	17	15	2	4	4	3	5	-	1	1
The Caval	18	12	6	3	7	-	2	-	-	-
Bi-Weeklies										
The Konah	19	18	1	1	8	4	7	-	2	2
Weeklies										
The Booster	21	21	-	-	3	4	2	-	-	-
Blue and White	10	9	1	-	9	-	3	1	2	2
The Topeka High School	18	18	-	1	25	-	7	-	-	-
World High Times	27	26	1	2	10	4	2	1	1	1
Maury News	12	7	5	-	-	-	-	5	-	-

Table 24.

EDITORIAL PAGE
Six-Column Papers.

<u>Monthlies</u>	<u>Humor</u> column	<u>Humor</u> orig. copied	<u>Gossip</u> column	<u>Exchange.</u> column	<u>Poems</u>	<u>News</u> comment	<u>Personalities</u> column	<u>Inquiring</u> reporter	<u>Fiction</u>	<u>Alumni</u> column
Pow Wow	2	-	2	4	3	5	5	-	-	-
The Gavel	5	5	3	-	2	16	3	-	-	5
<u>Bi-Weeklies</u>										
The Konah	5	5	5	1	2	4	1	2	4	-
<u>Weeklies</u>										
The Booster	5	5	-	11	1	10	-	4	3	3
Blue and White	-	-	-	5	1	1	-	5	2	-
The Topeka High School World High Times	6	6	-	2	1	2	-	3	-	4
	4	4	-	5	1	11	-	-	3	1
Maury News	9	4	8	2	-	-	5	-	-	-

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Table 25.

Seven-Column Papers

Bi-Weeklies	No.	School subjects	Editorials Outside subjects	Editorial features	Feature stories	Book reviews	Misc. col.	Public opn. col.	Interview	Picture or play reviews
Austin Maroon	17	16	1	-	4	-	3	3	2	-
Weeklies										
The Lewis and Clark Journal	24	23	1	-	-	-	4	-	-	-
Coyote Journal	7	5	3	-	25	1	3	-	-	-
Franklin High Post	15	9	6	-	10	-	3	1	3	5
The Advocate	15	9	6	2	6	4	3	4	3	-

Table 26.

Eight-Column Papers.

Bi-Weeklies										
The Pine Cone	16	15	1	5	4	5	-	5	-	-
Weeklies										
The San Diego Russ	22	15	7	2	5	2	5	3	3	-

Table 27.
Seven-Column Papers.

Bi-Weeklies	Humor column	Humor orig. copied	Gossip column	Exchge. column	Poems News comment	Personalities column	Inquiring reporter	Fiction	Alumni column
Austin Maroon	4	4	1	7	5	3	-	4	-
Weeklies									
The Lewis and Clark Journal	5	4	4	5	-	-	4	4	-
Coyote Journal	1	-	1	7	1	5	-	3	-
Franklin High Post	5	-	5	-	4	10	-	-	-
The Advocate	5	5	-	2	1	2	2	-	-

Table 28.
Eight-Column Papers.

Bi-Weeklies										
The Pine Cone	5	5	-	5	5	-	-	5	7	5
Weeklies										
The San Diego Russ	3	3	-	-	3	1	1	2	2	-

Popularity of Columns and Features as
Shown by Survey of 50 Scholastic Newspapers

This final tabulation on editorial page content shows the number of papers making use of each type of material in at least one of the five issues examined.

Table 29. Popularity of Columns and Features.

<u>Columns or Features</u>	<u>Number of Papers</u>
Humor column	42
Original	30
Borrowed	20
Both	12
Feature stories	40
Gossip column	31
Poems	26
Exchange column	24
Book reviews	21
Personalities column	18
Editorial features	17
Public opinion or letters to the editor	15
Interviews	15
Inquiring reporter	14
News comment column	11

Alumni column	9
Motion picture or play reviews	8
Miscellaneous columns	38
Editorials on outside subjects	44

Summary of Editorial Pages

The following table shows total frequencies of all types of editorial page material grouped under the three classes of papers: monthlies, bi-weeklies, and weeklies.

Table 30. Summary of Editorial Pages.

	<u>Monthlies</u>	<u>Bi-Weeklies</u>	<u>Weeklies</u>	<u>Totals</u>
Editorials - School subjects	12	15	17	44
Editorials - Outside subjects	6	5	6	17
Editorial features	5	13	22	40
Feature stories	9	14	19	42
Book reviews	2	7	12	21
Miscellaneous columns	11	13	14	38
Public opinion or letters to the editor columns	2	4	9	15
Interviews	3	5	7	15
Picture or play reviews	2	1	5	8
Original humor	8	9	13	30

Table 30. Summary of Editorial Pages.
(continued)

	<u>Monthlies</u>	<u>Bi-Weeklies</u>	<u>Weeklies</u>	<u>Totals</u>
Copied humor	6	8	6	20
Humor - both original and copied	5	3	4	12
Gossip columns	6	14	11	31
Exchange columns	7	7	10	24
Poems	9	8	9	26
News comment columns	3	5	3	11
Personalities columns	4	7	7	18
Inquiring reporter	3	6	5	14
Fiction	2	-	3	5
Alumni columns	2	3	4	9
Essay	1	-	-	1

Conclusions on Editorial Pages

1. Editorials dealing with outside subjects are frequently printed.
2. Humor columns, feature stories, and gossip columns rank high, and are popular in the order named.

3. A gratifying percentage of papers running humor columns make use of original humor. The 30 papers printing original humor columns are 71.2 per cent of all papers printing humor columns.
4. On the other hand, 20 papers, 47.6 per cent of the 42 papers running humor columns, print borrowed humor. It was found that some papers run an original humor column and a column of borrowed humor in the same issue.
5. Twelve papers, 28.5 per cent of the 42 running humor columns, make use of both original and copied humor in the same column.
6. Poetry and book reviews are reasonably popular as to frequency. This study does not, of course, measure any editorial material as to popularity among student readers.
7. The number of papers running personalities columns or sketches is small, only 18 out of 50. The writer believes sketches of campus personalities furnish excellent reading.

8. Editorial features and interviews do not appear in many papers. Two reasons may account for this: first, these two types of copy are difficult to prepare, and second, advisers and staffs may not realize their possibilities. Also, as is true in regard to all types of material, reader interest is to be considered.
9. Public opinion, or letters to the editor columns, and inquiring reporter columns are not popular with publications staffs.
10. News comment columns, alumni columns, and motion picture and play reviews rank low. The fact that such columns deal with outside subjects may account for their meager use. Space limitations may influence staffs against use of alumni news. It is doubtful whether students care much for news comment in their school paper. The same may be said of motion picture news.
11. Fiction appears in only five of the 50

newspapers. In papers smaller than six columns in size there is not much space for fiction. Humor and gossip columns might be cut down in length to provide the necessary space. Also, fiction and other more serious writing may be played up in a special literary issue.

12. Thirty-eight newspapers have columns that do not fall under any of the standard headings above.

13. Forty-four newspapers contain one or more editorials on outside subjects in at least one of the five issues. Most of these editorials are written from a student's viewpoint.

TYPES AND TYPE DEVICES

Make-up involves the proper use of body type, display type, and type devices and illustrations.

Body Type

The five great classifications of type, each divided into numerous families, are Black Letter or Text faces, Script faces, Gothic faces, Roman faces, and Italics.

Roman and italic types are the only faces meriting attention as body types, with roman types doing by far the greater amount of work.

Most exchange papers the writer has observed use 12 $\frac{1}{2}$ -em or 13-em columns, only a few employing the 12-em width. Prevailing type sizes for news columns are 7 and 8-point, some set solid and some leaded. Double-column features and leads of important stories are sometime set in 10-point type.

A majority of the exchanges are machine set, only a few appearing in hand set 8-point body type.

If the paper is printed in a local newspaper or community shop, there is little the adviser can do in recommending type faces. He will more than likely have to use whatever the shop has to offer.

If, however, the adviser has the opportunity to recommend the purchase of new type or linotype matrices for the school shop, he should by all means specify one of the newer, more legible faces.

Century Expanded, long a popular news face, is giving way to

the newer, more clear-cut faces which are free of ink pockets.²⁰

It is not likely that many high school papers are printed on high speed presses requiring the newer types. However, if one is purchasing new equipment, he may as well keep abreast of the times.

Faces recommended for modern requirements are Ionic No. 5, Excelsior, Textype, Paragon, and Opticon, particularly Excelsior.²¹

Display Types

The guiding principles in headline types are harmony and legibility. Harmony is achieved by striving for full page effects in the selection and use of types rather than by concentrating on individual areas on the page. Legibility depends upon the construction of the type itself.

Headline type may be grouped into old-style, modern, sanserif or gothic, and square-serif. "Old-style" does not mean old-fashioned, obsolete type, nor does "modern" necessarily mean a new face.²²

"To attempt a brief and non-technical definition, old style faces are more freely flowing than modern faces, appear 'less premed-

²⁰ Allen, John E. Newspaper Makeup. N. Y. Harper and Bros.
p. 70. 1936.

²¹ Ibid. p. 63-74.

²² Ibid. p. 33.

itated,' have slanting or dipped serifs, and but slight difference between their lighter and heavier elements. On the other hand, modern faces are more precise, more severe, have evened-off serifs, and incorporate thick and thin strokes."²³

Of the families of type available to the modern printer, eight are more appropriate for news headlines:

Bodoni	Cloister
Caslon	Erbar
Century	Memphis
Cheltenham	Metro

Of these, Caslon, Cheltenham, and Cloister are old-style; Bodoni and Century are modern; Erbar and Metro are in the sans-serif classification; and Memphis comes under the square-serif classification.²⁴

Erbar and Metro are not to be confused with the more common and less legible American Gothic and News Gothic.

Although Cheltenham is one of the most popular of headline faces, Cheltenham Extra Condensed, especially when set in lines of all capitals, is ugly and almost as hard to read as some of the condensed Gothics.²⁵

²³ Ibid. p. 33.

²⁴ Ibid. p. 51.

²⁵ Olson, Kenneth E. *Typography and Mechanics of the Newspaper*. N. Y. D. Appleton and Co. p. 174. 1930.

Another opinion on type faces suitable for headlines is given in order of his preference by Olson:²⁶

Bodoni
 Cloister
 Century Oldstyle
 Caslon
 Goudy
 Garamond
 Kemmerly
 Cheltenham
 (in standard widths)

Headlines set in capitals and lower case letters instead of all capitals are rapidly gaining in popularity because of superior legibility.

There are at least three good reasons why capital and lower case headlines are more easily read:²⁷

1. Capitals are not sufficiently varied in appearance to stand out clearly when used together.
2. From childhood on, most readers of English,

²⁶ Ibid. p. 206.

²⁷ Allen, John E. Newspaper Makeup. N. Y. Harper and Bros. p. 36-37. 1936.

as well as many other languages, have been accustomed to reading many more lines of capital and lower case letters than of capitals only.

3. The blank space above the lower case letters without ascenders, and alongside some of the lower case ascenders, lets more light into a line than would be possible in a full line of capitals.

Type Devices and Illustrations

Devices that are effective when properly used are:

1. Subheads
2. Boldface type for summaries
3. Boldface type for alternate paragraphs in columns
4. Extra leading between lines
5. Larger type in leads of important stories
6. Tabulations and lists of names in smaller type

7. Initial letters in editorials
and features
8. Indentions
9. Boxes
10. Cuts
11. Cut-off rules

PROBLEMS OF MAKE-UP

"Make-up," says Olson,²⁸ "is an editorial as well as a typographical problem, which involves a careful study of the appearance of the paper and the impression it will make upon its readers through every page and department.

"The real problem is one of creating an attractive and interesting display of the news and a fair play of that news. The editor who knows how to use the typographic devices at his command will turn out the most interesting and pleasing paper."

These remarks, while intended primarily for the professional paper, are just as applicable to the student newspaper. Proper judgment of material and freshness of display contribute to a lively, interesting publication.

²⁸ Olson, Kenneth E. *Typography and Mechanics of the Newspaper*. N. Y. D. Appleton and Co. p. 291. 1930.

The staff of the scholastic newspaper has something it considers worthwhile to present to its readers. Whether that reading material is well received, and whether it creates the desired impression, depends largely on the paper's being able to sell itself by first appearances.

Properly enough the front page of a paper may be considered the "show window," the medium of display first to attract the interest of the reader. Also it is true that the sports page is logically an important display unit. Yet how much better it is for all pages to present an appearance calculated to arouse the maximum of attention. Most papers coming to the exchange desk of The Mission have attractive front pages, but many of them neglect the inside pages.

A paper should be permitted to develop its own personality, and through make-up devices the adviser and staff should attempt to express this personality.²⁹

Professional papers may be extremely conservative or extremely radical in make-up, or they may fall somewhere between these extremes.

Policies of a paper, as well as local conditions and restrictions within a school, will dictate a paper's personality. Broadly speak-

²⁹ Ibid. p. 291.

ing, however, school papers should be conservative in make-up.³⁰ It is inconceivable that the editorial stand of a school newspaper should be radical; hence its make-up should not be radical.

The writer does not believe that conservatism should go so far as to rule out banner headlines and large, attractive heads when there is definite occasion for them. Conservatism is a good general rule to follow, but it should be a conservatism tinged with sprightliness.

Front Page

Good make-up of the front page, and of all the pages, involves four principles:³¹

1. Balance
2. Proportion
3. Variety
4. Contrast

Reasonably fair balance and proportion, rather than exact balance, is the goal of good make-up. A page should be carefully planned, "but it should be planned to fit the news, not the other way round.

³⁰ Greenawalt, Lambert. A Student's Journalism Laboratory. N. Y. Thomas Nelson and Sons. p. 142. 1937.

³¹ Greenawalt, Lambert, and Hochberger, Simon. Primer of School Newspaper Technique. N. Y. Columbia University. p. 6. 1934.

"The news shouldn't be jammed or padded to make pretty designs on a page. The various units of composition should be used to play up the important stories, and to hold down the less important. And the page should be made up in such a way that will give each story what it seems to have coming to it in the way of display and position."³²

Studied or planned symmetry is unnatural. News stories vary in importance and length from one issue to another; hence, any plan of make-up should be flexible enough to care for the needs of the particular issue.

Weakness below the fold of the page is a common fault. Good display above the fold seems fairly easy to achieve, but frequently the bottom half of the page has a gray, uninteresting appearance. Sufficiently strong minor heads help solve this difficulty, as do larger two or three-column heads.

A point that many school papers very likely overlook is this: "Although the make-up of nearly all newspapers should start at both the top and bottom of the page, front pages particularly should be made up this way. No unnecessary chances should be taken with the lower half of the page."³³

³² Allen, John E. Newspaper Makeup. N. Y. Harper and Bros. p. 197. 1936.

³³ Ibid. p. 199.

If necessary, in order to assure an interesting lower page, stories may be broken to other pages.

Cuts should be used whenever possible to brighten up the page. For some papers the cost makes their use prohibitive, but if possible the budget should allow at least one cut in each issue.

The best positions for cuts are above the fold and in inside columns so that they are surrounded by reading matter.

Boxes should be handled in much the same way. Boxes should be used sparingly in smaller papers in order to avoid a spotty appearance. Seven and eight-column papers can easily accommodate a larger number of boxes, and on the front page semi-boxed feature heads are attractive.

A page is interesting if there is a pleasing variety of stories as to length, type of material, and headlines. Short feature stories should be used when possible to lend variety.

Without contrast the front page would be dull. The page should present a black and white appearance, pleasingly proportioned, instead of a patchy, smudgy appearance. A bright, contrasty page is likewise preferable to a page that is gray in tone.

Some important principles to be remembered are these:³⁴

³⁴ Greenawalt, Lambert. A Student's Journalism Laboratory. N. Y. Thomas Nelson and Sons. p. 143-144. 1937.

1. As a rule, two large headlines of the same kind should not be placed together.
2. The front page layout, in its details, should vary slightly with each new issue, although the general appearance must remain similar from week to week.
3. The front page must be the most enticing.
4. Make the page as newsy as you can. Play up each article in its proper place and under its proper heading.
5. The value of each piece of news is comparative. For instance, on a dull day, a news story ordinarily worth only a minor headline would not be over-emphasized if it were to appear under one of the larger heads in one of the more important positions on the page.
6. The most important position on the front page is generally conceded to be the right-hand column. Next in significance is the column at the extreme left. Importance of

other positions depends upon the number of columns.

Headlines

This discussion deals only with the physical aspects of headlines. Technique of headline expression is not included.

Types suitable for headline purposes have already been mentioned. Also, the writer has pointed out the advantages of capital and lower case heads over all capitals. Headline patterns and schedules remain to be considered.

Of late there has been a movement among both professional and scholastic newspapers toward informality in headlines as opposed to carefully patterned and counted heads.

By this plan, top decks are set flush at the left and allowed to run as they will, being held only within maximum limits. Secondary decks usually are of the hanging indentation type, although they too, are sometimes set "ragged."

Advantages claimed for the informal heads are these:

1. Informal heads do away with meticulous headline count, are a tremendous saver of time, and place far less strain on

the headline writer.

2. They permit greater freedom of expression.
3. They are an index of progress.

Granting these benefits, the writer believes it significant that comparatively few papers on the news stands, and only a small number of scholastic papers, have adopted informal headline schedules.

It is significant also that several high school textbooks, books on make-up, and pamphlets, all published in the last three years,³⁵ make no mention of informal headlines, which the writer considers only an experiment, incapable of taking the place of well-formed, attractive headlines.

Four arrangements of type into decks or banks have been devised for standard headlines:

1. Step line (also known by the names
"drop line," "broken back," or
"staggered.")
2. Inverted pyramid

³⁵

Allen. Newspaper Makeup.
Greenawalt and Hochberger. Primer of School Newspaper Technique.
Hoffman. See, Know, and Tell -- Well.
Kildow. A Manual and Scorebook for Editors and Staffs of Scholastic Newspapers.
Otto and Marye. Journalism for High Schools.
Greenawalt. A Student's Journalism Laboratory.

3. Hanging indentation

4. Cross-line

The step deck, appearing in two or three lines, is the arrangement most frequently used as a top deck. The inverted pyramid and hanging indentation are employed as secondary decks.

The cross-line is prominent as a secondary deck, but it also serves occasionally as a main deck or banner.

Headline Schedules

Every paper should have a headline schedule adapted to its own personality and requirements. Harmony is a strong factor in determining a schedule.

The front page is naturally the starting point in planning any headline schedule, but other pages are not to be neglected. Points of harmony to be observed are these:

1. Headline types normally should be of the same family. For purposes of contrast, different families may be used, but care must be exercised in order to avoid a hodge-podge appearance.
2. Headlines should harmonize with

the nameplate. Conventional nameplates usually are preferred to fancy designs.

3. Secondary decks should harmonize with principal decks in weight. Black and gray combinations are not attractive.
4. Italics for features and special heads afford pleasing variety. Italic heads generally must be of the same family as straight news heads in order to assure page harmony.
5. Uniformity in width of headline letters enhances harmony. Using standard or extended type for some heads and condensed or extra condensed type for other headlines detracts from the appearance of the page.
6. Mixing all capital headlines with capitals and lower case may destroy

harmony. In large papers such combinations afford pleasing contrast if judiciously used, but smaller papers should avoid them.

By studying some of the best exchanges that come to his desk, the adviser can get valuable help in deciding upon the kinds of type he will include in his headline schedule. The next step will be to see what types his printer can duplicate.

If the printer does not have the particular types the adviser desires, he may be prevailed upon to buy additional headline type. The writer once succeeded in getting the type he wanted by inducing the printer to turn in to the foundry a quantity of old and little-used type in partial exchange for the new type.

The first of the school year, when the printing contract is being let, is a good time to approach the printer on the subject of types. If there are rival printers in the community, they may offer to buy new types outright in order to get the bid.

A headline schedule for a four or five-column paper need not contain more than five to eight regular heads. More headlines can be used in larger papers. Banners and spreads will add to the

number of regular heads.

As soon as a satisfactory headline schedule is worked out, good examples of the heads may be mounted on cards, in descending order. Heads should be properly labeled or numbered, and minimum and maximum counts placed at the end of each line. One headline card should be supplied the printer and there should be enough additional cards prepared for use in the classroom.

"Specimen Headline Schedule Charts," a monograph published by the Columbia Scholastic Press Association, will be found helpful in arranging and selecting type faces.

Editorial Pages

Less variety in the make-up of the editorial page is possible than in the make-up of the front page, although the principles of harmony, contrast, and balance still apply.³⁶

"The editorial page should present a literary appearance, but not a dull one. The effect is gained through typographical display. Such methods as wider columns, larger type, more spacing, distinctive boxed headings, and cartoons, may be used to advantage."³⁷

³⁶Otto, William N. and Marye, Mary E. Journalism for High Schools. N. Y. Harcourt, Brace. p. 294. 1934.

³⁷Greenawalt, Lambert. A Student's Journalism Laboratory. N. Y. Thomas Nelson and Sons. p. 146. 1937.

Wider columns and 10-point type for the editorials are being used by numerous papers in order to invite reading, and add to the general attractiveness of the page. Larger columns and other columns also are sometimes set wide measure and in larger type.

Another device frequently resorted to in humor and special columns is to set occasional paragraphs in black face or italic type. This gives variety.

Double or three-column heads over feature stories, interviews, or editorial features break the monotony of the page.

Some papers omit column rules from the editorial page in order to make its appearance still more original, but the advisability of this is questionable.³⁸

Sports Page

The sports page is both a news and feature page; hence its make-up may be expected to be unlike any other page in the paper.

Many papers run a banner headline across the top of the page. Seven and eight-column papers often run a second streamer, this one extending over perhaps five columns, and set in a contrasting face of type.

³⁸ Ibid. p. 146.

Advertisements should be kept below the fold as much as possible, and should be laid out in pyramid form.

The left hand column is, in most papers, the most prominent column on the sports page.

Aside from the banners, other headlines are similar to those elsewhere in the paper.

An important department on almost every sports page is a sports gossip column. This can be made typographically attractive by some of the means suggested for columns on the editorial page. Special headings are frequently used with gossip columns.

Action photographs add a great deal of life to a sports page. If the paper cannot finance cuts, they may sometimes be borrowed from a local newspaper.

Sports cartoons add variety to the page. An inexpensive medium for reproducing cartoons is the "Redimat" direct drawing stereotyping matrix, a commercial product.

Redimat consists of a smooth-surfaced flexible backboard, covered with a soft clay-like coating, on which one may write, draw, or trace any design he wishes. Next, the design is etched through to

the backboard with simple drawing tools. The mat is then ready for the casting box. Redimat is not affected by heat or stereotyping, and unused portions may be drawn on until the surface is used up.

There are other sources of cartoon material available for high school papers. This material may be had either in stereotype form or in dry mats. Both forms are more expensive than Redimat, so much so as to be prohibitive to small newspapers.

In making arrangements with the printer for the year's work, the adviser would do well to get the printer's assurance that he will cast a reasonable number of cuts for the paper.

Other Pages

The odd page or pages of the publication do not require special attention. This does not, of course, mean that the person or persons responsible for the make-up of these pages may be careless.

The principles of make-up are followed just as religiously as on other pages. Large headlines appear at the top of the page, and a fair degree of balance is to be maintained.

Since there probably will be a great variety of material on this page, the make-up will vary from one page to another.

Because of the fact that the odd page does contain miscellaneous

material, there is a tendency among many papers to neglect it in make-up. Conscious effort toward making it a more attractive page will bring better results.

As on the sports page, advertising is most attractive and readable in pyramid form.

Laying Out the Dummy

A dummy is a requisite of good make-up. Only by the use of a dummy can an editor or make-up editor produce a carefully planned paper. By following a dummy, the printer can make up the paper as the make-up editor wishes it to be.

Two types of dummy the writer believes well adapted to use by the high school newspaper are: (1) the pasted dummy, and (2) dummy sheets upon which the position of stories may be specified by penciled notations.

In making up a pasted dummy, a full set of proofs in addition to the reading proofs is required. Each galley carries at the top a number, placed there by the compositor. The make-up editor or his assistant writes the same number across each story in that galley. In this way, with each story numbered as to its individual galley, it is an easy matter for the printer to find it when he starts making up.

An old copy of the school paper serves well as the foundation of the dummy. After the galley proof has been trimmed and cut into stories, the make-up editor begins experimenting with the stories, as to proper position.

Some suggestions for the pasted dummy:

1. Use rubber cement in pasting stories in place. This permits stories to be moved about.
2. Paste stories lightly on corners, not over the entire surface.
3. Do not crowd stories. It is better for material to come a little short of filling a column, for it may be leaded to justify spaces. Stories that are too long cannot fit.
4. Begin make-up both from the top and bottom of the page.
5. Final paragraph or paragraphs of a story may be cut if the story is properly written.
6. See that stories appearing on the front page have headlines.

The other type of dummy, the one in which stories are indicated by pencil notations, is speedier when one becomes accustomed to it.

Dummy sheets are blank, and ruled with column lines. They may be of the same size as the printed paper, or they may be smaller, provided they are in proper proportion. Full size sheets are better for the inexperienced make-up editor.

With the galley proof at hand, the make-up editor indicates stories usually by slug-line or by the upper deck of the headline, and by writing in the proper number of the headline. He estimates as accurately as he can the space to be covered by the story and then indicates the next story to follow.

If he does not think material will fill out a column, he may write in "Filler," or "Justify the Space," as he wishes.

Advantages of the Pasted Dummy:

1. It is more exact than the other type.
Each item, no matter how small, may be planned as to exact space.
2. There are fewer chances of error as to space.
3. It is especially good when the paper is

printed in a shop at some distance from the school. Under such circumstances it may be difficult for a staff member to be at hand. If the printer has a pasted dummy to follow, there should be no questions to solve.

Advantages of the Penciled Dummy:

1. It requires less time to make up.
2. It allows the printer more leeway, which sometimes is a good thing.
3. It works best in a school shop where the make-up editor can easily keep his eye on things.
4. It works well when the shop is but a short distance from the school, provided a staff member can be on hand to answer the printer's questions.

ANALYSIS OF FRONT PAGE MAKE-UP

Front and editorial pages of the same newspapers studied in

the problem of editorial content were examined for make-up. Five copies of each of the 50 papers were investigated.

The sports page and odd page or pages of the papers were not included in the study. The make-up of the sports page and the odd page is basically similar to the make-up of the front page.

The Front Page

In studying the front page, the problem was not so much to determine the perfection of make-up in individual papers as it was to determine the trend in standard make-up practices as shown by all 50 papers.

Headlines, type devices and cuts were the items selected for analysis. It was believed a more consistent evaluation could be made of those items than any other elements existing in front page make-up.

The writer previously in this thesis has declared in favor of standard headlines, and capital and lower case headlines, setting forth arguments in favor of capital and lower case heads because of superior legibility.

To support the statement that a majority of papers employ standard headlines instead of informal heads, the writer has prepared charts

showing comparative percentages of the two types of heads appearing in the 50 scholastic papers studied. The charts also show the tendency toward capital and lower case headlines.

Upon the basis of factors contributing to harmony in headlines, the writer has presumed to judge how many and what percentage of the papers have achieved such harmony.

The charts following point out the number of papers using each of the devices of make-up selected for study. A few papers have headlines in both all capitals, and capitals and lower case letters. Although it is not so indicated on the charts, the majority of headlines on the front pages of these papers are of the capital and lower case variety.

Totals at the bottom of each chart are carried forward to a composite chart showing final totals and percentages.

FRONT PAGE MAKE-UP

Table 31.

Four-Column Papers.

<u>Monthlies</u>	Standard heads	Informal heads	All caps	Caps and lower c.	Both	Harmony in heads	Ears	Cuts	Boxes
La Salette Torch	x	-	-	-	x	x	x	x	x
The Rosarian	x	-	-	x	-	x	x	x	x
The Conelet	x	-	-	x	-	x	x	x	x
<u>Bi- Weeklies</u>									
High School Reporter	x	-	-	x	-	x	-	x	x
<u>Weeklies</u>									
San Mateo Hi	-	x	-	-	x	x	x	x	x
The Jacket Journal Weekly	x	-	-	-	x	x	-	x	x
Totals	5	1	-	3	3	6	4	6	6

FRONT PAGE MAKE-UP

Table 32.

Five-Column Papers.

<u>Monthlies</u>	Standard heads	Informal heads	All caps	Caps and lower c.	Both	Harmony in heads	Ears	Cuts	Boxes
The Stow-Away	x	-	-	x	-	x	x	x	-
I. C. A. Beacon	x	-	-	x	-	x	x	x	x
The Centralite	x	-	-	x	-	x	x	x	x
The Kabib-enokka	x	-	-	-	x	-	x	x	x
Student Prints	x	-	-	-	x	-	-	x	-
The Tiesonism	x	x	-	x	-	x	x	x	x
The Chataway	x	-	-	x	-	x	x	x	x
Scott Argus	x	-	-	-	x	-	x	x	x
Galleon	x	-	-	-	x	x	x	x	x
Totals	9	1	-	5	4	6	8	9	7

FRONT PAGE MAKE-UP

Table 33.

Five-Column Papers.

<u>Bi- Weeklies</u>	Standard heads	Informal heads	All caps	Caps and lower c.	Both	Harmony in heads	Ears	Cuts	Boxes
Akron Cen- tral Forge	-	x	-	x	-	x	x	x	x
High School Times	x	x	-	x	-	x	x	x	x
The Kanka- Keynote	x	-	-	x	-	x	x	x	x
Mercy Hi- Rays	x	-	-	x	-	x	x	x	x
The Telital	x	-	-	-	x	-	x	x	x
Kenews	x	-	-	-	x	x	x	x	x
The Milby Buffalo	x	-	-	-	x	-	x	x	x
The Argen- tium	x	-	-	x	-	x	x	x	-
The Lariat	x	-	-	-	x	x	-	x	x
Albuquer- que Record	x	x	-	-	x	x	-	x	x
The Aquinas News	x	-	-	x	-	x	x	x	x
The High Life	x	-	-	x	-	x	x	x	x
Totals	11	3	-	7	5	10	10	12	11

FRONT PAGE MAKE-UP

Table 34.

Five-Column Papers.

<u>Weeklies</u>	Standard heads	Informal heads	All caps	Caps and lower c.	Both	Harmony in heads	Rare	Cuts	Boxes
High-O- Scope	x	-	-	-	x	x	-	x	x
Lafayette Light	x	-	-	-	x	-	-	x	x
Salina High News	x	-	x	-	-	-	x	x	x
The Paseo Press	x	-	-	x	-	x	-	x	x
The Schurz News	-	x	x	-	-	x	x	x	x
The Mortonian Weekly	-	x	-	-	x	x	-	x	x
The Spectator	x	-	-	x	-	x	x	x	x
High School Buzz	x	-	-	-	x	x	x	x	x
Totals	6	2	2	2	4	6	4	8	8

FRONT PAGE MAKE-UP

Table 35.

Six-Column Papers.

<u>Monthlies</u>	Standard heads	Informal heads	All caps	Caps and lower c.	Both	Harmony in heads	Ears	Cuts	Boxes
Pow Wow	x	-	-	x	-	x	x	x	x
The Caval	x	-	-	x	-	x	x	x	x
<u>Bi-Weeklies</u>									
The Konah	-	x	-	-	x	x	x	x	x
<u>Weeklies</u>									
The Booster	x	-	-	-	x	-	x	x	x
Blue and White	-	x	-	x	-	x	x	x	-
Topeka High School World	x	-	-	x	-	x	-	x	x
High Times	x	-	-	x	-	x	x	x	x
Maury News	x	-	-	x	-	-	x	x	x
Totals	6	2	-	6	2	6	7	8	7

FRONT PAGE MAKE-UP

Table 36.

Seven-Column Papers.

<u>Bi-Weeklies</u>	Standard heads	Informal heads	All caps	Caps and lower c.	Both	Harmony in heads	Rars	Cuts	Boxes
Austin Maroon	x	-	-	x	-	x	x	x	x
<u>Weeklies</u>									
Lewis and Clark Jnl.	x	-	-	-	x	x	-	x	x
Coyote Journal	x	-	-	x	-	x	x	x	x
Franklin High Post	x	-	-	x	-	x	x	x	x
The Advocate	-	x	-	x	-	x	x	x	x

Table 37.

Eight-Column Papers.

<u>Bi-Weeklies</u>									
The Pine Cone	x	-	-	-	x	-	x	x	x
<u>Weeklies</u>									
The San Diego Russ	-	x	-	x	-	x	x	x	x
Totals	5	2	-	5	2	6	6	7	7

Evaluation of Front Page Make-Up Charts

The writer's theory concerning the prevalence of both standard headlines and of headlines written in capital and lower case form is borne out in a summary of the make-up charts.

Forty-two papers, 84 per cent of the total, employ standard headlines on their front pages. Only 11 papers, 22 per cent of the total number, use informal heads, and this means that some of the 11 papers use standard headlines as well.

Fifty-six per cent of the papers hold to capital and lower case headlines; 40 per cent use both all capitals and capitals and lower case. The front page headlines of only 4 per cent of the 50 papers appear in all capitals.

Forty of the papers employ headline schedules that in the writer's estimation satisfy the requirements of harmony.

All of the 50 papers use cuts or illustrations in at least one of the five issues, most of them employ boxes for the display of important news or features, and 78 per cent include ears on either side of the nameplate to dress up the front page.

A summary of the preceding charts, appearing in both numbers and percentages, follows:

Table 38. Summary of Front Page Make-Up.

Number of papers investigated . . .	50
Standard heads	42 or 84 per cent
Informal heads	11 or 22 per cent
All capitals	2 or 4 per cent
Capitals and lower case	28 or 56 per cent
Both	20 or 40 per cent
Harmony in heads	40 or 80 per cent
Bars	39 or 79 per cent
Cuts	50 or 100 per cent
Boxes	46 or 92 per cent

ANALYSIS OF EDITORIAL PAGE MAKE-UP

Elements contributing to a distinctive editorial page are mainly (1) wide columns for editorials and occasionally for feature and special departments, (2) the use of type larger than regular body type, (3) department or feature headings that are distinctive in make-up and appeal, (4) contrast in special columns, and (5) the use of two or three-column stories to break the monotony of the page.

Charts have been prepared to show the number of papers employing

each of the special make-up devices. It is to be noted that it is possible for a paper to use most of the devices and yet not achieve distinctiveness in its editorial page layout. The final test of distinctiveness is whether the various make-up devices are used in such manner as to give the page definite personality.

The devices enumerated are helpful in producing an outstanding page, but careless or inexperienced procedure in combining them into the composite page will bring imperfect results.

EDITORIAL PAGE MAKE-UP

Table 39. Four-Column Papers.

<u>Monthlies</u>	Wide columns	Larger type	Distinctive headings	Contrast in columns	2 or 3 col. stories	Distinctive page
La Salette Torch	x	-	-	-	-	-
The Rosarian	x	x	x	-	-	x
The Conclet	x	-	x	-	x	x
<u>Bi-Weeklies</u>						
High School Reporter	-	-	x	x	-	-
<u>Weeklies</u>						
San Mateo Hi	x	x	x	-	-	-
The Jacket Journal Weekly	x	-	x	-	-	x
Totals	5	2	5	1	1	3

EDITORIAL PAGE MAKE-UP

Table 40.

Five-Column Papers.

Monthlies	Wide columns	Larger type	Distinctive headings	Contrast in columns	2 or 3-col. stories	Distinctive page
The Stow-Away	x	x	-	x	-	-
I. G. A. Beacon	x	x	x	-	x	x
The Centralite	x	x	x	-	x	x
The Khabib-onokka	x	x	x	-	x	x
Student Prints	x	x	x	-	x	x
The Tiofonian	x	x	x	-	-	x
The Chat-away	x	x	x	-	x	x
Scott Argus	x	x	x	-	x	x
Galleon	x	-	-	-	-	-
Totals	9	8	7	1	6	7

EDITORIAL PAGE MAKE-UP

Table 41.

Five-Column Papers.

Bi-Weeklies	Wide columns	Larger type	Distinctive headings	Contrast in columns	2 or 3-col. stories	Distinctive page
Akron Central Forge	x	x	x	x	-	x
High School Times	x	x	x	-	x	-
The Kanka-Keynote	x	-	x	x	x	x
Mercy-Hi Rays	x	x	-	x	x	x
The Telital	-	-	x	-	-	-
Kanews	-	-	-	-	-	-
The Milby Buffalo	x	x	x	-	x	x
The Argentinian	x	x	x	-	x	x
The Lariat	x	x	x	x	x	x
The Albuquerque Record	x	x	x	-	-	x
The Aquinas News	x	x	x	-	-	x
The High Life	-	-	x	-	-	-
Totals	9	8	10	4	6	8

EDITORIAL PAGE MAKE-UP

Table 42.

Five-Column Papers.

Weeklies	Wide columns	Larger type	Distinctive headings	Contrast in columns	2 or 3-col. stories	Distinctive page
High-C-Scope	x	x	x	x	-	x
Lafayette Light	x	x	-	-	-	-
Salina High News	x	-	-	-	x	-
The Paseo Press	-	-	x	-	x	-
The Schurz News	x	-	-	x	-	-
The Mortonian Weekly	x	-	-	-	x	-
The Spectator	x	x	x	-	x	x
High School Buzz	x	x	x	x	-	x
Totals	7	4	4	3	4	3

EDITORIAL PAGE MAKE-UP

Table 43.

Six-Column Papers.

<u>Monthlies</u>	Wide columns	Larger type	Distinctive headings	Contrast in columns	2 or 3-col. stories	Distinct- ive page
Pow Wow	-	-	x	-	-	-
The Caval	x	x	x	-	x	x
<u>Bi-Weeklies</u>						
The Konah	x	x	x	-	x	x
<u>Weeklies</u>						
The Booster	x	-	-	-	-	-
Blue and White	x	x	x	x	x	x
Topeka High School World	x	x	x	x	x	x
High Times	x	x	x	-	x	x
Maury News	x	x	x	x	x	x
Totals	7	6	7	3	6	6

EDITORIAL PAGE MAKE-UP

Table 44. Seven-Column Papers.

<u>Bi-Weeklies</u>	Wide columns	Larger type	Distinctive headings	Contrast in columns	2 or 3-col. stories	Distinct- ive page
Austin Maroon	x	x	x	x	x	x
<u>Weeklies</u>						
Lewis and Clark Jnl.	x	-	x	x	x	x
Coyote Journal	x	x	x	x	x	x
Franklin High Post	x	x	x	x	x	x
The Advocate	x	x	x	-	x	x

Table 45. Eight-Column Papers.

<u>Bi-Weeklies</u>						
The Pine Cone	x	x	x	-	x	-
<u>Weeklies</u>						
The San Diego Russ	x	x	x	x	x	x
Totals	7	6	7	5	7	6

Evaluation of Editorial Page Make-Up Charts

Examination of the editorial pages of the 50 scholastic papers brings the conviction that considerable thought is being given editorial page make-up by high school staffs.

Thirty-three papers, 66 per cent of the total papers studied, possess editorial pages that reflect the personality of the individual papers.

Results determined in the charts are summarized below in both numbers and percentages:

Table 46. Summary of Editorial Page Make-Up.

Number of papers investigated . . .	50
Wide columns	44 or 88 per cent
Larger type	34 or 68 per cent
Special headings	40 or 80 per cent
Contrast in columns	17 or 34 per cent
Two or three-column stories	30 or 60 per cent
Distinctive page	33 or 66 per cent

CONCLUSIONS

High school journalism has developed to a point far beyond the realization of persons not in touch with the field. The fact that there are 10,000 secondary schools in the United States now offering journalism as a credit course toward graduation gives an idea of its tremendous growth.

When one considers that there must be additional thousands of schools publishing papers as an extra-curricular or allied-curricular activity, the importance of the scholastic newspaper assumes amazing proportions.

Proof that the values and benefits of high school journalism are daily becoming more fully recognized is to be found in the activities of the three great scholastic newspaper organizations: National Scholastic Press Association, Quill and Scroll, and Columbia Scholastic Press Association.

All three of these organizations hold to the highest standards for scholastic journalism. Their creed, briefly, is "An individualistic journalism for secondary schools." They make no pretense of suggesting professionalism or vocational training in scholastic journalism courses. High school papers have their own fields in

which to work, and when intelligently managed, do not encroach in any way upon the confines of vocational journalism.

The critical and judging services directed by the three national organizations are of inestimable value to high school newspaper staffs. There need be no fear of undesirable standardization. Such uniformity as is encouraged, deals with fundamentals. Individuality among school papers is always at a premium in the critical services.

Once a year National Scholastic Press Association and Columbia Scholastic Press Association hold national conventions. The Columbia convention is always held in New York City, but N. S. P. A. selects its gathering place by ballot of the delegates. Nationally and world famous writers and newspapermen have prominent places on the programs.

Returning to their own papers, high school editors and other representatives cannot fail to transmit to their staffs enthusiasm for achievement and further improvement.

Staffs who cannot send representatives to the national conventions may have recourse to state meetings, for many states have interscholastic press associations sponsored by the state universities. Activities of the national organizations are frequently reviewed at the state meetings.

The influence exerted by the national organizations is made even more far reaching by these publications appearing during the school year: (1) The Scholastic Editor (National Scholastic Press Association); (2) Quill and Scroll magazine (Quill and Scroll International Honorary Society for High School Journalists); (3) The School Press Review (Columbia Scholastic Press Association).

A criticism sometimes heard of high school journalism is that its rapid development is like the growth of a mushroom, that it is producing a mass of material but not perfection of writing. It is sometimes argued that although a paper may appear in well written and well edited form, it is probably the work of the instructor, and not of the students.

This may be true of some papers, but it is the firm conviction of the writer from observation and from conversations with other advisers at press conferences that high school staffs are constantly being given greater responsibilities.

Certainly the national organizations and state associations do not favor teacher-edited newspapers, and their policies must necessarily influence practices in high schools throughout the United States.

While at first thought it might appear more democratic for the

staff to be selected by popular vote of the student body, such a procedure does not contribute to the best interests of the paper. It is here reiterated that a paper should be in the hands of the most capable staff members it is possible to select, and no one is in a better position to judge respective abilities than the adviser of the paper.

Some modification of a try-out plan affords the adviser the most help in making staff selections. A definite promotion scale should be in operation.

Even when the paper is an extra-curricular activity it is doubtful whether the staff should be chosen by popular election. The interests of the paper would be better served by a publications board or even a single adviser conducting a series of try-out tests to determine those best fitted for staff positions.

Printed papers are in the majority among the exchanges received by The Mission, the paper sponsored by the writer. For this reason the printed paper is believed to be the most typical form of high school publication.

Mimeographed and planographed papers were not included in the writer's investigation; so only the printed paper will figure in this final discussion.

The 50 scholastic papers examined had at some time during the year received recognition from Quill and Scroll in some phase of journalistic writing. The writer considered them as papers fairly representative of the desired achievements in writing, and selected them as papers worthy of further investigation. Five copies of each of the 50 newspapers were studied.

In the matter of editorial content, the front page and editorial page were considered. It may be safely said that material appearing on those two pages is indicative of the best work of the majority of the staff members. More writers are represented on the front page, for example, than could be expected on the sports page.

The best news stories are placed on the front page, and most newspapers place their best features and special material on the editorial page. The odd page of a scholastic paper is largely a place for miscellaneous material.

One of the first principles propounded to high school journalists is the value of recency in news. Spot news is emphasized to them as being the most important and generally the most interesting to the reader.

Next in reader value, the reporter is taught, is the preview story.

"Write about it before it has happened rather than afterward," he is told.

Reason for this admonition lies in the comparatively long periods between publication dates of the paper. News of a past event travels rapidly through a student group by the grapevine method. It is to the paper's advantage, then, to emphasize an event before it happens instead of reporting that event in review fashion. Such treatment is not only better journalism, but it is more interesting to the readers.

With the principle concerning preview material in mind, the writer proceeded to find how well the 50 newspapers were observing it. Of a total of 3,560 stories examined, 30.02 per cent were found to be of the preview type. Spot news, which in the ideal situation should be in at least second place in frequency, was third, with 24.19 per cent of the total front page stories published.

Review stories, usually regarded as the least desirable of the three types, was a close second, representing 28.60 per cent of the total stories published.

From these figures may be deduced the following conclusions:

1. Preview stories are preferred to review stories by most papers.
2. The number of review stories is larger

than is desirable for papers coming out at such infrequent intervals as do the high school papers.

3. More emphasis should be placed upon pre-view stories.
4. The percentage of spot news is satisfactory even though this type of news did place third in frequency.
5. High school papers are reasonably well made to the possibilities of both pre-view and spot news.

The frequency of miscellaneous news, columns, and editorials on the front page is so negligible as to warrant little attention. High school papers apparently are intent on relegating miscellaneous material to an inside page, and reserving the front page for front page material.

It does seem to the writer, however, that more papers could avail themselves of the possibilities of interviews and feature stories on their front pages. Only 6.32 per cent of the 3,560 stories examined were feature stories, and only 2.30 per cent of the stories were interviews.

Editorial Page Content

The most significant findings on editorial page content were these:

1. Humor columns, feature stories, and gossip columns are apparently the most popular types of editorial page material among scholastic newspaper staffs.
2. Thirty of the 42 papers running humor columns printed original humor. This would seem to indicate that original work is desired. However, 20 papers printed borrowed humor. Some of these 20 papers used both original and borrowed humor.

General conclusions reached as to the content of the editorial pages studied follow:

1. As yet, the editorial page of the high school paper has not reached the standard of original and creative writing set by

critical services.

2. More emphasis should be placed upon reporters recording humorous incidents about school and in the classroom.
3. More use could be made of inquiring reporter, public opinion, and personalities columns.
4. Editorial features and interviews are being neglected.
5. Staffs are wisely not running much fiction. Lively feature material is better.
6. Scholastic papers are endeavoring to publish material that is characteristic of their personalities, as shown by the fact that 38 of the 50 papers examined run columns peculiar only to themselves.

Front Page Make-Up

Investigation of the 50 scholastic newspapers has revealed these points:

1. The present trend is toward standard headlines, and toward main banks in capital and lower case letters.
2. Only 4 per cent of the papers studied employ all capital headlines.
3. Harmony in headlines is achieved by 80 per cent of the papers.
4. The importance of cuts and boxes is fully realized. Most of the papers that could use ears on either side of the nameplate have done so.

Editorial Page Make-Up

Judging from the investigation of the 50 papers used throughout the study, there is a well-defined effort on the part of scholastic newspapers to produce attractive editorial pages.

Thirty-three of the 50 papers display editorial pages that the writer has ranked as "distinctive;" that is, they have editorial pages that possess individuality and personality.

The reason for the remaining 17 papers not ranking so high in make-up of the editorial page is probably not that they have failed

to use the recommended make-up devices, but rather that they have failed to use these devices to their best advantage.

Wide columns for editorial and special columns was one of the recommended devices to achieve an attractive editorial page, and 88 per cent of the papers studied are using wide columns.

A smaller number, 68 per cent, employ larger type with which to draw attention to their editorials.

It appears to the writer that more use could be made of typographical contrast in columns. Black face or italic type, appearing at intervals, for example, does much to relieve monotony.

Eighty per cent of the papers use distinctive headlines for special departments. This indicates further a tendency among high school papers to develop personality.

APPENDIX A

HIGH SCHOOL PAPERS INVESTIGATED, LISTED
AS TO SIZE, FREQUENCY OF PUBLICATION,
HIGH SCHOOL AT WHICH PUBLISHED, AND CITY
AND STATE OF PUBLICATION

. . .

Four-Column, Monthly or
less frequently

. . .

The Conolet, Sacred Heart Academy, Missoula, Montana

La Salette Torch, La Salette Academy, Covington, Kentucky

The Rosarian, Rosary High School, Bozeman, Montana

Four-Column, Bi-Weekly

High School Reporter, Paola High School, Paola, Kansas

Four-Column, Weekly

The Jacket Journal Weekly, W. C. Stripling High School,
Fort Worth, Texas

San Mateo Hi, San Mateo High School, San Mateo, California

Five-Column, Monthly or
less frequently

Scott Argus, Scott High School, Madison, West Virginia

Galleon, Pittsburg High School, Pittsburg, California

The Stow-Away, Stowe High School, McKees Rocks, Pennsylvania

I. C. A. Reason, Immaculate Conception Academy,
Washington, D. C.

The Centralite, Girls Central High School, Butte, Montana

The Kabibonokka, Superior High School, Superior, Wyoming

Student Prints, The Thomas D'Arcy McSee High School,
Montreal, Canada

The Tiesonian, Girls Catholic High School, Hays, Kansas

The Chataway, St. Mary of the Pines, Chatawa, Mississippi

Five-Column, Bi-Weekly

The Lariat, West High School, Akron, Ohio

The Albuquerque Record, Albuquerque High School,
Albuquerque, New Mexico

The Aquinas News, Aquinas High School, La Crosse, Wisconsin

The High Life, Frankfort High School, Frankfort, Indiana

Akron Central Forge, Central High School, Akron, Ohio

High School Times, Garnett High School, Garnett, Kansas

The Kanka-Keynote, Kankakee High School, Kankakee, Illinois

Mercy-Mi Rays, Mercy High School, Chicago, Illinois

The Telital, Norfolk High School, Norfolk, Nebraska

Kenevs, Kenosha High School, Kenosha, Wisconsin

The Milby Buffalo, Charles H. Milby Senior High School,
Houston, Texas

The Argentinian, Argentine High School, Kansas City, Kansas

Five-Column, Weekly

High-O-Seone, Corvallis High School, Corvallis, Oregon

Lafayette Light, Lafayette High School, St. Joseph, Missouri

Salina High News, Salina High School, Salina, Kansas

The Paseo Press, Paseo High School, Kansas City, Missouri

The Schurz News, Carl Schurz High School, Chicago, Illinois

The Mortonian Weekly, J. Sterling Morton High School,
Cicero, Illinois

The Spectator, Highland Park Senior High School, Highland
Park, Michigan

High School Buzz, Hutchinson Senior High School, Hutchinson,
Kansas

Six-Column, Monthly or
less frequently

The Fox Hog, Fair Park High School, Shreveport, Louisiana

The Gavel, Notre Dame High School, Covington, Kentucky

Six-Column, Bi-Weekly

The Konah, Missoula County High, Missoula, Montana

Six-Column, Weekly

The Booster, Pittsburg Senior High School, Pittsburg, Kansas

Blue and White, Kern County Union High School, Bakersfield,
California

The Topeka High School World, Topeka High School, Topeka,
Kansas

High Times, E. C. Glass High School, Lynchburg, Virginia

Maury News, Maury High School, Norfolk, Virginia

Seven-Column, Bi-Weekly

Austin Maroon, Austin High School, Austin, Texas

Seven-Column, Weekly

The Lewis and Clark Journal, Lewis and Clark High School,
Spokane, Washington

Coyote Journal, Phoenix Union High School, Phoenix, Arizona

Franklin High Post, Franklin High School, Portland, Oregon

The Advocate, Lincoln High School, Lincoln, Nebraska

. . . .

Eight-Column, Bi-Weekly

The Pine Cone, Pine Bluff High School, Pine Bluff, Arkansas

Eight-Column, Weekly

The San Diego Russ, San Diego High School, San Diego, California

Little Hawk Weekly, Iowa City High School, Iowa City, Iowa

APPENDIX B

HIGH SCHOOL PAPERS INVESTIGATED, LISTED
AS TO GEOGRAPHICAL LOCATION. SIZE OF
PAPER, FREQUENCY OF PUBLICATION, AND
HIGH SCHOOL ARE INCLUDED.

Arizona

Phoenix: Coyote Journal, Phoenix Union High School,
7 col., w.

Arkansas

Pine Bluff: The Pine Cone, Pine Bluff High School,
8 col., b-w.

California

Bakersfield: Blue and White, Kern County Union High
School, 6 col., w.

Pittsburg: Calleen, Pittsburg High School, 5 col., m.

San Diego: The San Diego Russ, San Diego High School,
8 col., w.

San Mateo: San Mateo Hi, San Mateo High School, 4 col., b-w.

District of Columbia

Washington: I. C. A. Beacon, Immaculate Conception Academy,
5 col., m.

Illinois

Chicago: Mercy-Hi Rays, Mercy High School, 5 col., b-w.

The Schurz News, Carl Schurz High School,
5 col., w.

Cicero: The Mortonian Weekly, J. Sterling Morton High School,
5 col., w.

Kankakee: The Kanka-Keynote, Kankakee High School,
5 col., b-w.

Indiana

Frankfort: The High Life, Frankfort High School, 5 col.,
b-w.

Iowa

Iowa City: Little Hawk Weekly, Iowa City High School,
8 col., w.

Kansas

Garnett: High School Times, Garnett High School,
5 col., b-w.

Hays: The Tiofonian, Girls Catholic High School,
5 col., m.

Hutchinson: High School Buzz, Hutchinson Senior High
School, 5 col., w.

Kansas City: The Argontian, Argentine High School,
5 col., b-w.

Paola: High School Reporter, Paola High School,
4 col., b-w.

Pittsburg: The Booster, Pittsburg Senior High School,
6 col., w.

Topeka: The Topeka High School World, Topeka High School,
6 col., w.

Salina: Salina High News, Salina High School, 5 col., w.

Kentucky

Covington: La Salette Torch, La Salette Academy, 4 col., m.

The Gavel, Notre Dame High School, 6 col., m.

Louisiana

Shreveport: The Fox Wow, Fair Park High School, 6 col., m.

Michigan

Highland Park: The Spectator, Highland Park Senior High
School, 5 col., w.

Mississippi

Chatawa: The Chataway, St. Mary of the Pines, 5 col., m.

Missouri

St. Joseph: Lafayette Light, Lafayette High School,
5 col., w.

Kansas City: The Paseo Press, Paseo High School, 5 col., w.

Montana

Bozeman: The Rosarian, Rosary High School, 4 col., m.

Butte: The Centralite, Girls Central High School,
5 col., m.

Missoula: The Conolet, Sacred Heart Academy, 4 col., m.

The Monah, Missoula County High, 6 col., b-w.

Nebraska

Norfolk: The Telital, Norfolk High School, 5 col., b-w.

Lincoln: The Advocate, Lincoln High School, 7 col., w.

New Mexico

Albuquerque: The Albuquerque Record, Albuquerque High School, 5 col., b-w.

Ohio

Akron: The Inriat, West High School, 5 col., b-w.

Akron Central Forge, Central High School,
5 col., b-w.

Oregon

Corvallis: High-O-Scope, Corvallis High School, 5 col., w.

Portland: Franklin High Post, Franklin High School,
7 col., w.

Pennsylvania

McKees Rocks: The Stow-Away, Stowe High School, 5 col.m.

Texas

Austin: Austin Maroon, Austin High School, 7 col., b-w.

Fort Worth: The Jacket Journal Weekly, W. C. Stripling
High School, 4 col., b-w.

Houston: The Milby Buffalo, Charles H. Milby Senior
High School, 5 col., b-w.

Washington

Spokane: The Lewis and Clark Journal, Lewis and Clark
High School, 7 col., w.

West Virginia

Madison: Scott Arms, Scott High School, 5 col., m.

Wisconsin

Kenosha: Kenosha, Kenosha High School, 5 col., b-w.

La Crosse: The Aquinas News, Aquinas High School,
5 col., b-w.

Wyoming

Superior: The Nabibonokka, Superior High School,
5 col., m.

. . .

Canada

Montreal: Student Prints, The Thomas D'Arcy McGee High
School, 5 col., m.

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